

# THE SCHOOL JOURNAL.

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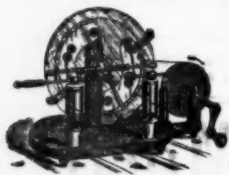
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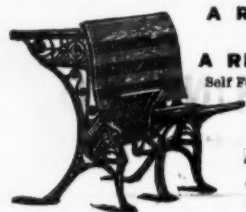
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The SCHOOL JOURNAL is sent regularly to its subscribers until a definite order to discontinue is received, and all arrears are paid in full.

THE highest commendation is due any body of officials who disregard outside influences and pursue independent action. We have an illustration of this in the action of the Albany (New York) school board, who held a meeting May 26, in which they absolutely divorced school work from all political interference. Superintendent Charles W. Cole heartily approves of the plan, which he declares as "unique and guarded at every point."

By the appointment of a merit-list committee, who will examine into scholarships, knowledge of methods and ability to control all candidates, a list of teachers will be arranged, according to rank and the special grades for which they seem qualified. This information obtained from training teachers and principals of schools will be practically reliable, and will greatly assist in the filling of vacancies. The selection of a teacher is made from the first suitable name at the top of the list. A year's trial is allowed; if successful, she is elected during good behavior. This merit-list is made one of the records of the board, and open to the candidates and to the public. These are some of the salient features of the plan, which will be found in detail in our columns. It will go into effect January 1, 1892.

AN army of four thousand teachers would make quite a show if marshaled in one parade, but more than this number comprises the teaching regiments of this city. Of this number 1,833 are primary teachers, and they have under their care a total enrollment of 124,774, the total cost of which is \$1,312,037.50. Each one of these little ones costs this city exactly \$15.87 a year. Does this pay? Isn't it waste? The readers of THE JOURNAL will not be slow in answering these questions. But it is not fair to spend more than twice as much for German than for music; neither is it a good showing to find only 4,650 pupils in all this city under six years of age. The kindergarten has a large room to fill in this city, and it is high time it should be occupied.

WHILE the question of higher criticism is agitating churches, the subject of higher normal education is exercising educators. What shall it be? Lectures on pedagogical subjects, or practical work with boys and girls in actual school-room departments. Harvard has determined to try the lecture plan and so has arranged a series of expositions by her professors in Latin, Greek, German, French, geography, botany, zoology, chemistry, geology, physics, mathematics, and history, on how to teach these sciences. In addition, Professor James is to give a course of lectures on "topics in psychology of interest to teachers," and another course will be delivered by Professor Hanus on "The theory of teaching." Whether this departure will prove a success depends upon whether it is made practical; in other words, whether the work is made applicable to school work as it is, and as it ought to be. Our normal schools have been confining themselves to practice teaching to the exclusion of the thorough study of principles and their application. We learn by doing, but we must have some knowledge of what is right to do, before we can do what is right. It is useless for a young teacher to commence teaching before she knows the correct thing to do. Christ indoctrinated his disciples three years before he sent them forth to teach and to preach. It is folly to attempt to teach the principles of higher pedagogy by putting mature students into a practice school, and setting over them critics, note-takers, and monitors, to gather materials wherewith to cudgel them in a practice class. This may do for crude teachers who expect to do as they are told to do, but not for thinking men and women, who are able to reason out what is good, and know how to apply their conclusions, when they stand before a school. The dry-as-dust lecture of the old fashioned college professor condemns itself, but the progressive modern college teacher with his "seminary" method is proving to have in him the power and potency of great good.

THERE are no substitutes for genuineness in the teacher, and for individual relations between teacher and pupil. The boy who is made to feel that he is expected to be truthful, honorable, and manly, has a powerful incentive to right conduct. His pride is appealed to; he will be ashamed to do what is wrong or "mean." The difficulty is to make the boy feel that his teacher really does expect manliness of him. Telling him that she expects it will not do; he may have a grimace and a bit of slang for that, but the lad of whom she asks a personal service, whom she trusts with a little responsibility, cannot feel that it is "only talk" when she appeals to him as to a fellow creature who means to do right.

A lady district visitor had occasion to go to a tenement house, in the lower story of which was a liquor saloon kept by the landlord. This man bore a hard reputation, was said to have been insolent to several Bible-readers and charitable visitors and

even to have thrown a city-missionary down stairs. The lady was not to be frightened by this lion in her path; she bravely went to the saloon and going up to the proprietor, told him that she had come to visit a poor family in an upper apartment, but that she had heard there were some rough people in the house, and had called to ask if any gentleman on the premises would go upstairs with her. The man replied, civilly enough, that he would go himself, which he did, behaving with all the politeness he could summon. The lady's appeal had put the man "on his mettle;" he was expected to be "a gentleman," and a gentleman he was. There is a point here for teachers.

IF reforms do not move on in the exact direction in which they are started this does not prove that they are failures. A ship sailing for England lays out its course, but the sailing-master knows that he must meet with adverse winds, and be obliged to correct his course many times; but he gets into his port sooner or later. Reforms never go backward. Those who oppose them should remember this fact. A good idea is the most difficult thing to kill in all the world.

EVERY teacher, whether he has stopped to think of it or not, has one or more pupils in the class who are unconscious factors in the success of every recitation or school plan. "I could hardly get along without you, yesterday," said a principal to one of these helpful pupils after a day's absence. Every good teacher, seeking for sympathetic help from every source, will understand the feeling that prompted this frank avowal that bound both teacher and pupil more closely. Teachers sometimes become possessed of the feeling that they alone are the omniscient sources of success in any line of work. The mistake is painfully apparent in the listless, inattentive class that are conscious of not being any integral part of the recitation. A true teacher finds his inspiration in the reciprocal interest of the pupils, and the better the teacher the more these helpful scholars will brighten his work.

IT has been decided to open the Metropolitan Museum of Art in this city on Sunday afternoons; there may be many things said for it and also against it. Are those who are supposed to be wandering about not knowing where to go the ones who will be benefited by a view of the grand collection? It certainly would be a humane thing to open rooms where the many who want to get out of their crowded homes could find a place to sit down. In our judgment, the opening of a hundred rooms where books and newspapers could be had to read for a penny would be a good thing. Who can tell into what these might develop.

THE Post of this city has discovered that education is not a science—only an art. Last winter Professor Royce, of Harvard, made the same discovery, and it is probable that other eminent authorities will continue to make the same discovery. How many times this fact can be settled remains to be seen. But it does seem a little singular that professional teachers of mathematics, language, science, and literature, each one of which is a science, should be so eager to prove that although they are teaching sciences, it requires no science to teach them. If there is a science of arithmetic, it is as plain as an axiom that there is a science of presenting arithmetic. A science cannot be taught as an art, neither can an art be taught as a science. But there is a practical side to this question. It is poor business for a business man to belittle his business, or for a teacher to belittle his teaching. He should magnify his office, or leave it.



## POWER AS A TEST OF PROMOTION.

Doubtless there are many good schools in which the per cent. test of examinations for promotion still exists. Until this has passed away as an unfair and inadequate test of the ability of the pupil to take advanced work, the teacher must loyally yield to authority and record numerical results; but an obedience to the letter of the custom does not prevent her from applying a higher test to her own work. What would result if every earnest teacher should bravely determine to square her work (for her own benefit) by the following questions:

How many of these pupils have acquired the power to go on and do the work of the next grade? Have they been led to use their ability and hold their own with the least possible help? The justice of these as test questions can be verified by watching a boy in his first tree and fence climbing. He must poise by his own strength and hold on by an inherent tenacity of purpose, or no power is gained for next day's venture. But having done this, with what confidence he goes to the limit of yesterday's effort, and by the power and courage gained from that success attempts still higher steps. The analogy is perfect between the laws of mental and physical growth.

The earnest, observant teacher needs no other pedagogical help to indicate her part in the mental development of her children than to watch nature's processes in their physical growth. To lead, to direct, and to inspire is her three-fold duty in one; but the power comes only from the independent act of the child. The helping hands may be just behind in case of danger, but they must be invisible.

By what other way than this can mental fiber be gained in school work? But nature's processes are ignored, and a substitution made for that which can be tabulated in figures at stated periods. It is as impossible to record the true advancement a pupil has made in power to warrant promotion, as to estimate in figures the gain in the vitality of the growing tree that has received careful cultivation for a given time. Practical, watchful eyes have seen indications that it has increased in hidden strength and power to grow steadily on toward blossom and fruitage; and only the judgment of its care-takers can properly decide its prospects for the future.

The present effect, on the conscientious teacher, ambitious to work on the highest plane, who is willing to subject her work to this higher standard, may be discouraging now as the year draws to a close, and tired nerves need soothing; but future benefit must follow when fallacies drop away under the investigation. Individual cases will serve as types of the class. The little girl she has always tenderly led because she went so slowly alone has not acquired the strength to walk alone in the next grade. That fine-looking boy who has made flip-pant recitations by means of a mechanical memory and a gift of catching key words, has been allowed to cling to artificial helps, and real power has not resulted. "He was such a help when visitors were present," that a false pride in showy acquirements has been allowed to shut out the truth. If real power, slowly and silently gained, is to be the guide to advancement, that plain, hesitating, unattractive boy in the corner, who could never be relied upon for a prompt answer, would lead his class; but he stands only in the "sixties" in the per cent. results of the final examination that had to be finished in a given number of minutes. So, what is to be done? Just what must always be done when great questions are solving themselves: *wait and work*. The more determined the purpose to work toward right ends, the shorter will be the waiting time.

But quiet, silent waiting is not a necessity. A judicious agitation of this question is as much a teacher's duty as the teaching itself. There is a great difference between bearing evils patiently and bearing them willingly. Not a monthly examination by a per cent. standard should pass by that the teacher does not make an attempt to show its injustice by actual cases under her care.

In an expression of opinion as to style in writing, Prof. Thos. R. Price, professor of English literature in Columbia college, pays the writers of the editorials in our great newspapers the following high compliment: "Many of them have attained an unsurpassable skill in giving effective and artistic form to their sentences and paragraphs. It is from this point of view that I am in the habit of holding up the mirror of our best newspaper writing to the admiration of my classes. In the matter of style I find in the writing of our great editors an ever renewed delight. Their sharp and rapid manner is often, in my judgment, the very perfection of real style. There is not in our American literature of to day, either in books, or in magazines, or in published sermons, lectures, or speeches any body of written English so strong and effective or even so correct, and in the true sense classical, in point of style, as we find day after day in the best editorial writing of our American newspapers."

A SHORT time ago reading circles were just the thing; now university extension is in the air, and everybody is asking "What is it?" "How can I use it?" University extension in its true application means that higher studies, examinations, and degrees are offered to all who undertake the prescribed work. In England the rewards and many of the advantages of superior scholarship can be had without residence; but not so here. No university of any account gives degrees without residence. American university extension means that intelligent students can unite for study, receive outlines of work from a central organization, pass examinations, and get certificates. It is a modification of the Chautauqua organization, rather than an adaptation of English university extension methods. But the plan has excellent features, which should commend it to all teachers desirous of improving. We are Americans and can work in an American harness far better than in one that is English.

In several cities of our country kindergartens have been established for the benefit of children who have not proper care at home. In this city three schools have been supported by benevolence for several years and a dozen others are greatly needed: in fact, fifty kindergartens would be crowded, could they be organized. Brooklyn has just formed a kindergarten association, with Frederic B. Pratt as its executive head, and City Superintendent Maxwell as one of its supporters. It is the opinion of Mr. Maxwell that it will not be many years before the Brooklyn board of education will establish a system of kindergarten instruction, as an adjunct to its public school organization. As our population grows more and more dense, and work more and more exacting, public care for the youngest children is seen to be more and more imperative.

A NOVEL cause for discipline has arisen in Echo Lake, Passaic county, N. J. Whether a body has a right "to kiss a body comin' thro' the rye," or going home from school, has been practically put to the test by a young boy named Brown. The little plaintiff, Bertha, appealed to the teacher. Defendant refused to be punished; teacher suspended; parent returned him; another suspension; county superintendent reinstated Brown, and another suspension followed a second refusal to submit to punishment.

The state superintendent was called to the rescue; took testimony, and decided that the boy had been illegally expelled. Whether the occurrence touched the childhood memories of the state superintendent, or whether it was abstract justice based upon keen observation of human nature, it will make no difference in the popularity of this eminent official with the present and future Browns of the good state of Jersey.

WHAT are the results of the teaching of the effects of narcotics and stimulants? The truth must be confessed that giving instruction on these subjects is unpopular with teachers; they will evade it whenever conscience permits. Why is this? There seems a growing conviction in the minds of good teachers that it is unwise to bring before little children the repelling pictures of diseased parts of the body, caused by over-indulgence in stimulants and narcotics? Physicians tell us that a perfectly healthy organ is one of whose existence we are not conscious. Acting upon the inference that it is best to think as little about our physical selves as we can, one shrinks from setting the children at imagining loathsome conditions of parts of the human body. Are our boys smoking any the less for these repugnant pictures, when they see on the streets and in their homes an apparent contradiction of the teaching, that certain injurious results must follow the use of tobacco? That the children must be reached in this matter to further the progress of temperance in the future, admits of no doubt; but the present perfunctory teaching of it in our schools is far from satisfactory in spirit or method.

## GRADUATING EXERCISES OF THE UNIVERSITY SCHOOL OF PEDAGOGY.

The first class that ever completed a pedagogical course in a University School of Pedagogy graduated last Thursday evening, in the Metropolitan Opera House in this city. Fourteen members of the Senior Class received the degree of Doctor of Pedagogy (Pd.D.), and twelve the degree of Master of Pedagogy (Pd.M.).

Of the fourteen Doctors, twelve are men and two are women; and of the twelve Masters, eleven are women and one a man. All of the graduates are now and have been for many years successfully engaged in teaching and have been pursuing their course while actively engaged in school-room work. It is a remarkable fact that the average age of the Doctors is over fifty years, while the Masters will come up to nearly if not quite thirty. These teachers commenced work in this school with no promise of a degree, or any expectation of reward except what might come from the good the course of study would give them. The class felt that this school would afford them an excellent opportunity for critical study. It was a sight rarely ever known in the history of school work, to see fifty or sixty men and women of mature age discussing in a scholarly manner week after week, and year after year, the history, psychology, and philosophy of education. Discussions were frequent and warm. Decided differences of opinion were evolved and the class frequently separated with apparently irreconcilable decisions. But this was soon found to be the most profitable way of studying the science of teaching. No one but those who were members of the first classes four years ago can realize how deep the interest was, and how keen was the enjoyment when some important question was under the fire of hot discussion. The work of lecturing during the first year was entirely in the hands of Professor Allen. The second year Dr. Nicholas Murray Butler was engaged to give instructions in psychology, but when about half through his course, accepted a chair in Columbia college, and Dr. Edgar Dules Shimer finished his work. The third year, instruction was given by Doctors Allen and Shimer. At the commencement of the fourth year Dr. Edward R. Shaw was added to the faculty, with Dr. Cook, as lecturer in Practical Pedagogy.

For some time it was quite uncertain what disposition the University would make of this school. When it was proposed to make it a branch of University work, on the same grade as law, medicine, and theology, the answer was an emphatic "No!" But in a year after this time better counsels prevailed, and a year ago the University Council formally constituted the school and agreed to give the degrees as soon as the sum of \$50,000 was secured. Now the great work was to get the money. The venerable Charles Butler at once gave one-half the amount, and three months ago the Woman's Auxiliary Committee of the University pledged the balance.

The teaching work of the school is conducted differently from that practiced in lower schools. No roll is called, no marks used, and no incentives offered except what comes from the interest in the studies themselves. Each student proves his ability by the work he does, and he is free to do little or much, but at the close of the year he is credited with what he has done; no more, no less. Professor's recitations are held each day in the week except Saturdays, at four in the afternoon. On Saturdays lectures are given from nine until half past twelve, from the first of October until the first of May, and all examinations are held during the month of May. The course of study includes five subjects—Educational History, Educational Psychology, Methodology, Educational Classics, and pure Psychology and Ethics. This course is not divided into years, for a very able, well-informed student might accomplish it in a year, while others might study five years and then not complete it. The students of this school do not labor for degrees so much as for culture and preparation, and the opportunities for this kind of work are great. No city in this country affords so good an opportunity for study as this. Close by the University is the Astor Library, free to all, and nearer is the Mercantile Library and Cooper Union, while the University Library is well filled with books of reference. First class lectures are frequent and the opportunities for mental and professional training unexcelled.

At present most of the students of this school live in New York or vicinity, and are pursuing their studies in addition to teaching. But the class of students will gradually change, and there will be found here a large number of advanced teachers, from all parts of the country, who will spend at least two years in patient study of the principles and practices of the higher education. Already there were several such students here last year, and the number will be increased next season. The object of the school is to afford an opportunity for a large number of college and normal school graduates, who wish to receive professional recognition.



## LANGUAGE VS. GRAMMAR.—III.

By PRIN. W. E. BISSELL, Newark, N. J.

The reproduction exercises should nicely test the dictation work. There should be much sentence-forming, filling in, dictation and reproduction before undertaking writing from pictures. These should not be selected at random. At first the whole class should use the same picture; and its meaning may be brought out by logical questions to which the pupils write answers embodying the questions.

Do not be surprised nor perplexed by glaring errors in the early efforts, but wisely work and patiently wait for desired results. Carefully wrought plans in the hands of an interested, skilful teacher cannot fail. If readiness of expression can be secured at first, much is accomplished; and the polishing process must be gradual, necessarily.

The language lessons of the primary grades and the two lower grammar grades should be made a thorough preparation for formal composition in the last two grammar school years. When pupils are ready to "write compositions," they are supposed to have acquired some power to use language. They will possess no such power unless they have been trained so as to develop perception and observation. Their productions will be sad commentaries on somebody's language teaching if abundant opportunity has not been afforded for the imitation of good models in speech and written composition.

Numerous brief exercises in diction and synthesis will prove very profitable when pupils are nearly ready to write from their own resources. Exercises in expansion, combining, transposing, completion, transformation, choice of words, etc., etc., are all valuable, and their adaptation to language teaching rests upon the rational principle that—"we learn to use a thing by using it." Let it be remembered, however, that it is one thing to collect good material, and quite a different thing to use it.

One of the chief difficulties in the beginning of regular composition work is the assignment of proper subjects. The moral virtues, or some other abstraction, are favorite first subjects when the work is noted for "regular irregularity." The first subjects should appeal largely to observation and previously acquired knowledge and experience, thus continuing and enlarging upon the work of the lower grades. Subjects should then be assigned for the exercise and development of imagination, and reflection and argument should be called for finally.

Some one may say, "The theory is good, but can it be put into practice?" Yes, but it is not automatic. Well wrought and carefully tested plans must be executed from the beginning.

The early composition subjects should be discussed and outlined in the class. Oral composition should follow the outlining and precede the effort to write. This will prove judicious assistance to those who lack in the power to express.

Common errors in composition should be brought to the attention of the class, and discussed for mutual benefit—not by the teacher alone. This may be done without subjecting any one to anything akin to ridicule. Lessons in such friendly criticism of errors made by the pupils are decidedly more beneficial than the correction of the outrageous false syntax found in some of our textbooks. They are also preferable to the diversion of diagramming, which makes mince-meat of the best English. In all the exercises suggested as practical aids to composition and accurate speech, the learner may be led to judge of best forms by such questions as, "Which is clearest?" "Which is neatest?" "Which is most pleasing to the ear?" etc.

In correcting written compositions it is very easy to give help which will assuredly continue or produce helplessness. Usually, faults should be indicated by a simple dash. The pupil should be encouraged and required to study out his mistakes. If properly trained, even pupils in our elementary schools can do this, and without the questionable assistance of minute grammatical distinctions understood by philologists only.

Before leaving the grammar school, pupils should become familiar with selections from our best writers. By cultivating a taste for good literature we are most likely to prevent the reading of the yellow-covered productions of the literary scavengers. The introduction of good supplementary reading has proven a long step in the right direction; and we may confidently expect the improved books to bring about gratifying changes in the vocabularies of our pupils.

We conclude by briefly summarizing the three papers of this series. In true language teaching, abundant and well-timed opportunity for the development of his power of expression must be furnished the learner.

Analysis, diagramming, and parsing do not furnish such opportunity.

In the primary and lower grammar grades, conversational lessons—oral composition—should be much used. During the first five or six years of school, dictation, reproduction, and writing from pictures and experience should be used in the order named, and should follow, step by step, the child's acquirements in intelligent reading and writing.

Composition writing should proceed from the simple to the difficult. Great care should be exercised in assigning subjects. Time is wasted when it is used in copying from an encyclopaedia facts which are simply tumbled together. Pupils should not be asked to give opinions upon "Honesty" before they are able to tell how they enjoyed the sea-shore or mountains last summer.

Preparation should be made for each advance step, and help should be given very judiciously—only when and where needed.

The plan should be reasonable, definite, and systematic, and should be religiously followed.

## SCHOOL-ROOM MOTIVES.

Assistant Supt. Jones recently addressed the Primary Teachers' Association on "The influence of the teacher on the mind and heart of the pupil." He said that a teacher should be qualified by scholarship to teach, possess the ability to impart that knowledge; should be kind and gentle in her manners, and so win the love and confidence of the scholars; a good disciplinarian, securing attention and order by firmness and love. She should avoid scolding and loud speaking, remembering that a noisy teacher makes a noisy class. She should never call any of her pupils dull and stupid children, simply for the reason that they are not apt to learn; but always place those who especially need her assistance on the front seat, where she can easily render it when necessary. By having control over herself she could then possess the ability to control others. Loss of temper, loud scolding, and what children term "nagging" never secure the best results. Love begets love, and by its exercise the avenue to the heart is touched, and often through that the mind is reached. Crossness and harsh language awaken an antagonism, cause hatred to the teacher, indisposition to listen, and therefore the best results are not secured. Many instances in the experience of the speaker were given, where a kind, loving, but firm teacher won the love and confidence of the pupils, who regretted when the time came for them to be promoted, and consequently were compelled to leave a teacher whose kindness had bound them to her, and whose teachings had been to them so profitable.

There were also instances related where teachers who, not possessing the necessary sympathy, were constantly finding fault with the class, and by applying offensive epithets to its members, alienated their affections, and when the time came for the promotion, the principal placed them under the care of a more sympathizing teacher, who was compelled to do much of the work which the former teacher should have performed. The study of right methods devolves on every one who wishes to be a successful teacher. By the employment of these interest is awakened in the mind of the pupil, attention is secured, development follows. The child listens, carefully observes, and is led to think, and to understand. Right methods, kindness of heart, and firmness exercised under the influence of love, cannot fail to affect mind and heart, and the pupil becomes a better scholar, a better child, and the influence of such teaching, illustrated by an example which favorably commends itself to every child, makes the better men or women—those who in after life become the influential members of society. In conclusion, the speaker sought to impress on the minds of his hearers a sense of the great responsibility which rested on all, reminding them that the whole child was to be improved under their care, mentally, morally, and physically, and that their duty would not be faithfully or successfully discharged, unless every effort was put forth to secure this desirable end, they being guided by Him without whose aid it cannot be attained.

THE wisdom of the treasury department is shown in a recent decision that requires the girls' high school of Brooklyn to pay duty upon photographs recently imported for their special school use, on the plea that this institution is not established for the encouragement of the arts or of science. This is a hair-splitting distinction that neither harmonizes with common sense nor with reason.

## ANECDOTE OF DR. QUICK.

By WILLIAM A. MOWEY.

The following incident is told of the late celebrated Dr. R. H. Quick, one of Great Britain's greatest educational workers, whose death is now mourned by all England and the world.

In the middle of the night a fire broke out which destroyed the house where Dr. Quick had his lodgings. The Doctor was out of bed and dressed in a few moments after the alarm was given. His first thought was to see that all persons within the premises were transferred to places of safety. His landlady he carried across the street to the house of a friend, a wealthy gentleman, and rang the man up. Of course he growled somewhat at being called from his slumbers at such an unreasonable hour, but Dr. Quick was a man whom it certainly would not do to disoblige. So he got up, opened his house, and made his guest as comfortable as he could. But the Doctor was not satisfied. He wished every attention showed to his landlady. She must have a cup of hot chocolate. Would his friend call up the servant and have a cup of chocolate made. The weather was cold and it seemed necessary. After some further grumbling, and a promise from the good Doctor to "tip" the servant handsomely, his friend aroused the servant, who dressed, built a fire, and made the chocolate. But at this stage of affairs Dr. Quick discovered that his purse had been left behind, and he had no silver in his pocket. He, therefore, once more had recourse to his friend who had again retired to his rest. After rapping at his bedroom door, the Doctor was bade to come in, and having explained the case, he asked his friend to loan him a couple of shillings.

"Well, you will find some silver in my trousers pocket. The garment is hanging over a chair, near the door. Help yourself."

So the Doctor took the money and handed it to the tired servant, and soon everything quieted down for the remainder of the night. But the next day the good Doctor forgot all about repaying his friend the borrowed money.

Some years after, in conversation between the two gentlemen the incident was related to Dr. Quick, his friend discoursing upon his own grumbling disposition as contrasted with the generous attention the Doctor bestowed upon his landlady, at the expense and discomfort of the other man.

"And so," said his friend to the Doctor, "you called me out of bed to care for the woman, made me get my servant up, and then I had to furnish the money to 'tip' my own servant, for which you never repaid me."

"Did I never pay you that money?" asked the Doctor.

"No, you never did," replied his friend.

"Well, if that is so, it is too good a story to spoil now, and I never will repay you."

The double laugh, hearty and long, ended the whole matter.

## THE STUDY OF CHILDREN.

A new plan has been devised by Asst. Supt. N. A. Calkins, of New York City, in connection with the university and school extension movement for a systematic study of children from three to seven years of age. The purposes and general plan of this study are set forth in a syllabus of specific instruction as to the facts necessary to be obtained from each child. Blanks are issued for this object in sets adapted to the use of parents, normal school students, and teachers.

It is necessary that parents shall record the study of their children in an intelligent and scientific way. These results are to be classified and submitted to experts, who will summarize them for the future benefit of parents and teachers.

Outlines for observation and records are provided for normal students to aid in training those who are preparing to teach, so as to increase their success in subsequent work. The course is arranged for teachers for observations of their pupils as to their mental, moral, and physical development, to aid in classification and in better adaptation of methods to their general conditions and needs.

The normal condition of children can only be ascertained by the summary of hundreds of observations made in differing environments and physical conditions. From this practical study of children, abnormal traits can be detected, and the best means for properly training them will be suggested. Before undertaking this

systematized course of study it is desirable to know what observations have already been made and reported upon the subject. A list of six valuable books on the early development of children is given, which will suggest valuable data upon which to found this special course in the philosophy of education. As a means of insuring systematic co-operation in carrying forward this plan, arrangements have been made for the formation of a society to promote the scientific study of young children as an aid towards better means of early education.

#### CONCERNING BASEDOW.

The article on the relation of Basedow and Rousseau, in THE JOURNAL of May 16, has elicited the following reply by U. S. Commissioner Harris:

"Many thanks for a marked copy of THE SCHOOL JOURNAL with interesting discussion of the relationship of Basedow to Rousseauism, by Ossian H. Lang. I think that the writer has made it out clearly that Basedow did not receive his first impulse from Rousseau's 'Emile.' But Rousseau's first essay, in which he glorified nature, dates back as far as 1750, and in 1753 he published his discourses on 'The Inequality among Men.' It is, after all, quite likely that Basedow was greatly influenced by Rousseau as to the form of his work in the 'Philanthropinum.' What I intended to emphasize in my remarks on the subject is this: that Basedow is not influenced to any extent by Pestalozzi, but rather by the worship of nature, the impulse to which I attribute directly to Rousseau. There, where it is true, other centers of nature-worship besides Rousseau. I think that the Encyclopedists of France were—all of them—more or less affected by it."

It is quite common to attribute to Rousseau more influence than he possessed. The truth is that the growth of Naturalism was quite rapid after the Revival of Learning, but more especially after the time of Galileo and Copernicus. In other words, the study of things began to take the place of the study of words. Basedow was as much a follower of nature as any one of the Naturalists of his generation, and it can be most sensibly concluded the older influenced the younger. Dr. Harris very naturally concludes that Basedow was not influenced to any extent by Pestalozzi; perhaps because he was older than he. (B. born 1723, P. born 1746) But if the thought of any man was influenced by Rousseau it was Pestalozzi's as he directly affirms, so that if Pestalozzi had at all affected Basedow it would have been indirectly the thought of Rousseau. The progress of personal influence is a difficult one to mark out.

#### LETTERS TO A YOUNG TEACHER.—IV.

MY DEAR YOUNG TEACHER:—Have you come to a dark day yet, when everything went wrong with no apparent reason for it? I do not mean by dark days, the lights and shadows that come to all; not the rhythm of ups and downs that comes to the teacher's life as it comes to all, but a downright hopeless day when work and concentration seemed impossible.

What makes these days? Nobody can tell till the subtle power of will acting on will can be explained, or the effects of atmospheric disturbance on the brain is made clear. Perhaps Pandora's escaped spirits are in a revel or Dr. Holmes' witches are out for a holiday. But whatever is the cause, there is a condition in the air that puts an irresistible desire to giggle into everybody in the room. Everything that can drop, does drop, and slate-pencils sound like hail stones in their obedience to gravi

You will be fortunate on such days if some "committee" or "trustee" does not set your heart bounding with the introduction of some distinguished "Rev. Dr." or Prof. So and So. But if you should escape that calamity let me advise you what to do.

Only attempt to tide the day over—to get creditably through it. The moral epidemic will not last but a day, and next day's school bell will probably bring together a set of orderly children whose innocent faces will tell no story of yesterday's cyclonic conditions, and you will do enough work to make up for the lost day.

Has some one told you to rise up and *compel* things to go right on such days? Do not listen to them, my dear. I am afraid they haven't studied children much. There are some days for strategy and generalship as well as for commands and forced marches.

First of all, keep cool. Do not try to take up any new work on that day. Your object must be to keep everybody as busy with their hands as they can be. Manual training exercises would be a godsend on such a day, but if you haven't that come as near to it as you can, by keeping hands and eyes busy. Don't look for great results; don't compare work; don't "change slates" on that day, if you ever do; and above all things do not

undertake any physical exercises or the spirits of unrest in the air will combine some Delsarti-Ling-o movements that you cannot classify. If you know how to tell a good story with a shade of pathos in it, now is your opportunity; if you can sing or play to your children, do so, but I doubt if it will be wise to set them to singing. Finally when hand work in drawing, copying, and numbers come to an end of their quieting, *staying* power, read to them as long as you can "hold" them.

When the day comes to a close, as even such days will, do not retain a soul after school and do not stay yourself. Get into the open air and walk till you are muscle weary and your balance is restored. Do not come to any decision that night as to your future, let no meteoric thought flash across your mind as to whether resignation or suicide is the better remedy for teachers; but go to sleep early and say nothing of the day to anybody, for it will be sure to be misconstrued. Smile on your children next morning—no matter if you don't feel like it—and make no reference to anything that occurred yesterday. If they meant to do wrong, such mischievous results could not conscientiously be passed over; but they are acted upon by outside influences, and are scarcely responsible. Let the day die, and build again for the future, new hopes, new faith, and renewed confidence in your children.

Faithfully Yours

KATE TRACY.

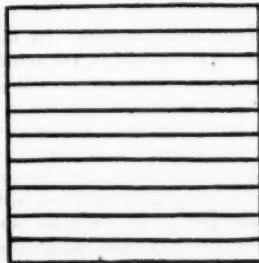
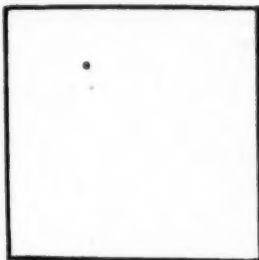
## THE SCHOOL ROOM.

JUNE 13.—EARTH AND NUMBERS.  
JUNE 20.—SELF AND PEOPLE.  
JUNE 27.—DOING AND ETHICS.  
JULY 4.—MAN, JUDGE AND THINGS.

#### TEACHING DECIMALS.

By MARY A. SINCLAIR.

Watch me, children, and see what I am going to do. (Teacher holds up a sheet of tablet paper, shows it and takes another; cuts with scissors the second sheet into ten equal parts. As she cuts, the school-room grows silent with the curiosity she is cultivating, to secure attention. (Laying both on a large book, side by side, with cut slips horizontal, shows it to pupils to prove equality.)



If these were sheets of gold, children, which would you rather have; the whole sheet, or the one in slips? You are right; they are "just the same." What part of the whole sheet would one of these slips be called? "One tenth." Be careful to say that *th* distinctly. Two parts? Three parts? Go to the blackboard, Ernest, and express in figures what I shall hold up. (See fig. II.)

You have made the figures that mean twelve. Why? I did not hold up twelve pieces. Yes, I know I "held up one whole piece and two tenths," but you have not shown it there. I shall have to tell you. Put a period between the figures; that is called a decimal point. It is used to separate whole numbers from parts of numbers. Write the word decimal upon the board, please, as I tell you how to spell it. Watch closely, for you may spell it again to-day. Now read the figures as they stand corrected; class may read them in concert. (Teacher sends other pupils to the board, holding differ-

ent combinations in silence each time, till class thor-

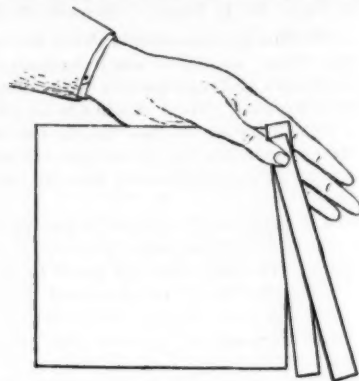
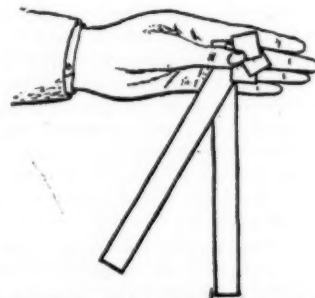


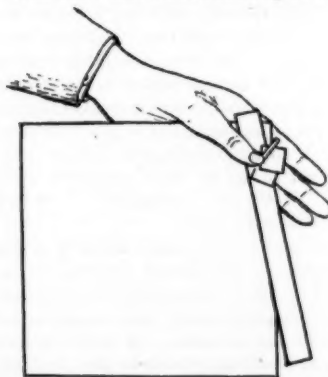
FIGURE II.

oughly understand.) But I am going to do something more. (Cuts one of the tenth slips into ten equal parts. Children begin to comprehend now, and are anxious to give the name of the new little square. Teacher as before placing a one tenth slip upon a book with the ten cut pieces beside it to show equality.) Now, what part of the whole sheet is the smallest piece I have cut? Ah! I saw the "one hundredth" in your eyes. Be careful of that *th* again in pronouncing it. (Again the new word is put upon blackboard, followed by *thorough drill in enunciation.*) Mary, you may express what I hold up now.



Right, but when we have two figures at the right of decimal point, we call them by the name of the last one; just as if the family of hundredths had adopted the tenths and changed its name. (Abundant practice here in writing combinations of different fractions; class to advance no farther till thoroughly grounded in this, if days are spent upon it.)

Now, you remember so well about the decimals we learned yesterday, I am going to cut again to-day. (Teacher cuts the hundredth paper into ten equal parts.) Now, what part of the whole sheet is this smallest piece of paper? (Placing them side by side, a few can give "one thousandth," but not many; but ingenuity brings the fact from the children that one thousand of the little pieces make the whole sheet, and that this is a system of tens.) Who can write what I hold up now?



(And again the imaginary adoption and change of names of the tenths and hundredths into the thousandths family, is resorted to, to aid memory by association. The numeration of decimals into three places is as far as beginners can go with advantage, even if textbooks go farther. Rapid and frequent drill enthusiastically given in writing decimals at first, robs the subject of all its after-terrors. The use of illustrations given here is to indicate the pantomimic feature of the lesson. The pupil observes and writes in a silent room, and while the observation and concentration are trained, the interest of the class is heightened by the absence of the voice in dictation. Colored paper for the smaller parts of the illustrations will help pupils, by contrast, to see them more quickly.)



## FAIRYLAND UP A BEAN-STALK.

By M. A. CARROLL.

Some children who mean to be little scientists by-and-bye, had a row of bean plants growing in boxes in the school-room windows. When the beans blossomed, their teacher showed them how much the flowers looked like butterflies. Then she took one of the blossoms apart and showed its different parts—two pieces shaped like wings, one like the heel of a boot, and the largest somewhat like a flag. Who else can find such wonders in a common bean-blossom?

Summer brings such quantities of flowers, that many



children will not stop to look carefully at any of them. This is a pity, because there are so many interesting things about flowers, and so much to see, even in the simplest and commonest.

The children who kept little note-books about leaves thought they would like to do something of the same sort with flowers, so their teacher told them a few things to look for.



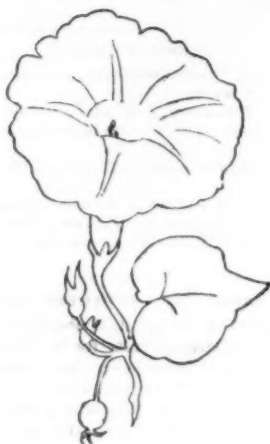
I. Single flowers like the buttercup and clustered flowers. This little wild pink is a clustered flower.

II. Erect flowers (the buttercup), nodding flowers (the dog-tooth-violet), and hanging flowers, like the fuchsia or lily-of-the-valley.



III. Flowers of different shapes: cup-shaped, like the buttercup; flat or saucer-shaped, like the wild pink; bell-shaped, like lilies and blue-bells; funnel-shaped, like the morning-glory; and star-shaped, like the daisy.

You will find flowers of other shapes; see if you cannot find some name of your own for them.



IV. Look for flowers that are enough alike to be related to one another, or of the same family. When the purple and white asters come in September, look at them carefully and see whether you know some cousins of theirs.



V. Keep specimens of the different kinds of flowers you study, and find out more about them when you come back to school in the autumn. Press the flowers and mount them on cards. A good way is to paste an entire flower at the top of the card and below it one separated into its parts (see cut).



VI. Learn and look for the different parts of the flower: the bright colored part, or *corolla*, usually made up of different leaves called *petals*; the green part, or *calyx*, outside of the corolla (when it is made of separate leaves they are called *sepals*); the *stamens*, like little threads inside the corolla; and the *pistil*, in the very center of the flower. Look also for flowers that have not all of these parts. When there is no green part, the bright colored leaves of a flower are called the *calyx*.

## FIVE MINUTES IN SAND MOULDING.

(Use one large sand-board.)

Make a continent (a little girl using all the sand makes a form with an indented coast line, no particular continent; give the idea of "a large body of land"). How many continents are there? Name them. On which continent do we live?

Eddie makes a river. Where does your river rise?

"In a lake" (showing it).

What is the land under the river called?

What do we call the place where it empties?

Show me the right bank of the river; the left bank. What river have we near us? Is the East river really a river? What other river is near New York? Walk toward the Harlem river. Walk toward the Bronx river. Paul may make a gulf or bay. What bay is there near us?

## A TALK ABOUT GRANITE.

(Report of a lesson given in a 6th grade class at grammar-school No. 74 Brooklyn. Mr. A. G. Merwin Principal; Miss A. L. Franklin, head of department.)

The teacher showed two pieces of granite and asked, "What kind of rocks are these?" "They are igneous rocks."

Why do we call some rocks igneous? "Because we think they are formed in the center of the earth in fire."

Do you think they are formed first in the center of the earth? Change the word igneous to another word having the same meaning. "Igneous rocks or—" "Fiery rocks."

Then we think these rocks have been melted. Have they remained so? What has happened to them. Do we ever see melted rock? "Yes, it comes out of volcanoes."

What is it called? "Lava."

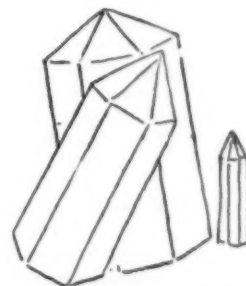
What does the volcano sometimes throw out before the lava? "Stones."

How does this happen? "Some of the melted rock has flowed where there was no fire and has cooled and hardened."

How does rock sometimes change in hardening? "It forms crystals."

Why does not this happen to all igneous rocks? "Sometimes when they cool they have not room enough to form crystals."

What is this piece of rock (showing specimen). "Quartz crystal."



Is all quartz crystal like this? Tell me how some of the different kinds look. "Some quartz crystal is clear and some not. Some is white and some pink."

Are there not other colors? What are the precious stones we have set in jewelry? "They are colored quartz."

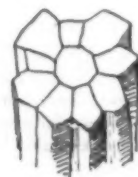
Tell me the name of the precious stones and their colors. "Amethyst (purple), ruby (red), topaz (yellow), emerald (green)."

Look again at this piece of granite and see how many different things you can see in it. "I see three different things. I see mica. I see pink feldspar and quartz crystal."

Then in this piece of granite we have found three things. You would not find them in every piece, for all granite is not alike, you know.

What is the appearance of quartz crystal generally? "It is glassy." How can you find out if there is any feldspar in it? The pink part of the granite is feldspar. "Is feldspar always pink?" "No it is often creamy or grayish white."

What has one of these pieces of granite that the other has not? (Two specimens shown.) "One has hornblende



in it." What color is the hornblende? "It is black."

Are the two pieces of granite alike or are they very different? Can you give me names for them? I will tell you something that may help you to think of names. Think of the difference between a lady's cashmere dress and the heavy cloth of a man's overcoat. You would call the cashmere—"Fine." And the cloth—"Coarse."

Then you can call these pieces of granite—"Fine granite and coarse granite."

Look at all the granite you see in buildings, as you go along the street, see what there is in it and whether it is fine or coarse.

Is granite the only kind of igneous rock? Tell me another kind. "Basalt rock."

What has happened to this rock? "It has cooled very fast in water and formed columns."

Where are wonderful caves formed by this basalt rock? In Ireland they are called the Giant's Causeway. Are there any basalt rocks near New York? "Yes, the Palisades of the Hudson." I will tell you something you can do to help you imagine the forming of basalt rocks. If you stir a little starch into warm water and let it settle it will form columns very much like those of basalt rock.

## SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

## STORIES OF PEOPLE.

When Benjamin Franklin started into business for himself he practiced the most strict economy. One day a man who was also a printer and bookseller went into his shop and told Franklin that he intended to drive him out of the trade. "You cannot do that," said Franklin, "unless you can live on less than I do. That is what I eat," pointing to a black barley loaf, and that, "pointing to a glass of water," is what I drink. Everybody knows the result of this economy of Benjamin Franklin.

One morning William Cullen Bryant sat in his office, unable to work in his usual way. "I cannot get along this morning," he said.

"Why not?" some one inquired.

"Because," he replied, I did wrong this morning. While I was on my way to the office a little boy who was flying his kite passed me. The string broke and fell across my face, and I broke it. The lad lost his kite, but I did not pay him for it. It was wrong. I should have paid him for it."

The poet Whittier called upon a lady in Boston one evening when the streets were very slippery. She feared that he might slip and fall—so when he left she went with him under pretence of needing a breath of air, and wishing to post a letter. When she started homeward he said, "Wait, Elizabeth, and I will see thee home." And he did not leave her till she reached her own door.

Children are Mr. Whittier's loyal and enthusiastic friends everywhere; and he is known among them in Amesburg as "the man with the parrot," that remarkable bird "Charlie" serving as a sort of connecting link between the poet and the little ones.

Charlotte Bronte was as careful and particular about housekeeping as she was about the books she wrote. An old servant named Tabby lived with the Brontes. She was very feeble and nearly blind, but she insisted upon doing certain portions of the housework. She could not see to pare potatoes, and often left on nearly as much skin as she took off. Then Charlotte, who would not hurt the old woman's feelings, would watch her opportunity and do the old servant's work after her, although it gave her quite as much trouble as to do it all herself.

William Dean Howells, who writes books that delight everybody, once had a scanty library. The Howells family lived in a log cabin in the West. The walls were papered with newspapers, and the boy would stand up and read a story until it stopped in a provoking way at the last column in the page, and the way it "came out" could never be known. Once he found in a barrel of paper-covered books in the loft a copy of Longfellow's poems. There were other books in the barrel that led him to study an old Spanish grammar which was in the house. He never had much regular schooling, but he learned the modern languages between times and since then he wrote books quite as good as those he found in the barrel.

When drowning men for aid implore,  
Some people run along the shore,  
And weep and pray and hope,  
Till others with some common sense,  
Come like a blessed providence,  
And throw a saving rope.

If you are diseased, a word concerning the remedy for your trouble will be a saving rope to you. Observe what the rescued have to say:

DRS. STARKEY & PALEN:—"Since using your Compound Oxygen Treatment, I have a wonderful appetite and my nerves also are much stronger." Mrs. A. Q. BROWN, Janesville, Wis., Aug. 5, 1889.

DRS. STARKEY & PALEN:—"I used your Compound Oxygen Treatment seven years ago for a bad cough and general debility with good results." MARY S. BORD, Sandwich, Illinois, June 28, 1889.

DRS. STARKEY & PALEN:—"I have used your Compound Oxygen Treatment in my family in cases of debility, and have observed decided benefit resulting from it." J. D. LOGAN, D.D., President of Central University, Richmond, Ky., May 23, 1889.

DRS. STARKEY & PALEN:—"Since using your Compound Oxygen Treatment I have seldom had a sick headache." D. W. LANGRISH, St. James, Minn., May 13, 1889.

These testimonials are good in so far as they go, but you'd feel easier if you had—say a thousand or more. Well, you can have them if you write to DRS. STARKEY & PALEN for their 300 page book. It will be sent free of charge to any one addressing DRS. STARKEY & PALEN, No. 1529 Arch street, Philadelphia, Pa., or 130 Sutter street, San Francisco, Cal.

## IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

## NEWS SUMMARY.

JUNE 1.—A large Western wheat crop expected.—Another revolution reported in Hayti.

JUNE 2.—The Portuguese commander on the Pungue river, South Africa, wants 6,000 troops and several gunboats to fight the British.

JUNE 4.—The British ministry propose a bill for a close season in Bering sea.

JUNE 5.—A riot at Jerusalem between Roman Catholics and Greeks, which is stopped by Turkish soldiers firing on the crowd.—Chauncey Vibbard, called "the father of railroads," dies in New York.

## TRYING TO BREAK THE "FURTHEST NORTH" RECORD.

On June 6, Civil Engineer R. E. Peary left New York on the little whaling steamer *Kite* for a journey toward the north pole by way of Greenland. The vessel is only a toy compared with some of the ocean craft, being 117 feet long, 26.4 feet beam, and 14 feet deep with a tonnage of 280, but she has seen plenty of service in the Arctic region. Her engines are 50 horse power, and she is barkentine rigged. She is covered with whale and seal oil, reminding one of her trips in the northern regions. Her career for the next few months will be watched with peculiar interest.

On her deck is what is called the "crow's nest," consisting of a half-sized hoghead in which there is a seat with two cleats opposite for a person to rest his feet. In a canvas bag in front is a telescope. A great heap of furs to keep the observer warm complete the equipment. When the ship is in commission the "crow's nest" is hoisted to the masthead, and a man is stationed there to watch the captain of the *Kite*, Richard Pike, escorted the ill-fated Greely party into the regions from which so few of its members returned, and it was he who led Capt. Schley's relief party a year and a half later.

The *Kite* will take the party as far north as Whale sound on the west coast of Greenland. She is equipped with all the appliances necessary for life in the Arctic regions. She carries a heap of lumber that will take the form of a house when the party arrive at Whale bay. Then the little ship is provided with plenty of provisions, snow-shoes, and other articles employed in Arctic travel, and four Newfoundland dogs that will be useful in traversing the frozen regions.

When the ship reaches Whale sound, one party will start out on snow-shoes and sleds to establish provision stations along the line of the proposed route. They will return and winter at Whale sound. The real progress toward the north pole will be made next summer, and the next time we hear of Mr. Peary it may be as the breaker of the "furthest north" record (83 degrees 34 minutes N. L., 40 degrees 46 minutes W. Long.), established seven years ago by Lockwood and Brainard.

## MANIPUR'S GREAT TRAGEDY.

The native's story of the recent tragedy in Farther India, shows the methods of England in dealing with these minor states. Manipur has been an independent kingdom, interfering with England in no way; but the English realized how important it would be to them, and they set about getting it. They relied upon gently assisting the natural course of events which would throw the kingdom into their hands with an appearance of justice. Many years ago they got permission from the maharajah, who then ruled, to establish a political agent at the capital—a sort of consul who should look after English trade interests without interfering in politics. The agent gradually gained influence until the maharajah came to understand that advice from him was equal to a command. The natural result was the placing of a garrison at the Residency. When the old maharajah died his oldest son, a weak, bad monarch, was placed on the throne. He was the creature of the English and his brothers looked upon this gradual undermining of their independence with anger and fear; so they quickly deposed him. This the English saw was a menace to their plans. The new arrangement being satisfactory to princes and people it is not clear why the English should interfere, but they did. The lives that were sacrificed by the stupidity of the government at Calcutta, however, will be counted well lost if Manipur is made an English province; and it will be, for the government will now say that political affairs there are in such a condition that the Christian influence of English rule is absolutely necessary. (See SCHOOL JOURNAL of June 6.)

## THE "ITATA" SURRENDERED.

The long excitement in regard to the *Itata* was ended by the surrender of the vessel at Iquique to the American admirals, McCann and Brown. It will be remembered that the *Itata* belongs to Chilian rebels, and came to the coast of California where she received a load of arms and ammunition. The United States objected because our country is at peace with the regular government of Chili, and the *Itata* was therefore detained in the harbor of San Diego. She escaped and was chased by United States vessels. They went no further than Callao, the United States

government being informed that she would be surrendered. It is probable that she will be put in charge of a crew made up from the United States vessels at Iquique, and will steam back to San Diego. She will there be tried for violating the neutrality laws and for running away while under arrest. The insurgent attempt to secure arms and ammunition in the United States has been a rather costly experiment. They have not only lost the *Itata* and her cargo of arms, but at a very critical point in the progress of their conflict with the government they have been deprived of the services of their most efficient vessel, the *Esmeralda*, which was away off up the coast at Acapulco waiting for coal. During her absence their enemies succeeded in sinking the *Blanco Eucalada*, which they probably would not have done if the *Esmeralda* had been in the neighborhood.

## A WHEAT RAISING REGION.

We have been in the habit of thinking that most of the land north of the northwestern boundary of the United States was practically worthless so far as the production of crops was concerned, but this is a mistake. Take, for instance, the area enclosed by 100 and 170 degrees west from Greenwich and 50 and 70 degrees north latitude. James W. Taylor, of Manitoba, who has studied the subject thoroughly, says this is not the bleak region it is popularly supposed to be. The valleys of the Athabasca and Peace rivers between latitudes 54 and 60 degrees and longitudes 110 and 120 degrees, an additional block of territory on the headquarters of the Liard river from latitude 57 to 60 and longitude 120 to 125 degrees, and indeed the sources of the Mackenzie, are especially suitable for agricultural colonization. This region is suitable for the cultivation of wheat, and the extreme northern range of its production is due, Mr. Taylor believes, to the following causes: 1. Reduced altitude, the Rocky mountains being lower here than in the United States. 2. Breaks in the ranges allowing the moist Pacific winds to penetrate the interior. 3. The summer rain-falls exceed the average of Minnesota and Manitoba. 4. The length of day in northern latitudes favors the rapid and vigorous growth of vegetation. 5. The undue luxuriance of stem and foliage is checked in the first stage of growth, greatly to the advantage of fruit and seed. There is a great future before this region.

MAKING EGYPTIAN MUMMIES.—A man has just been convicted and punished by the courts of Alexandria for making ancient Egyptian mummies. In making them he used carefully prepared asses' skins, and had a good trade. Everything went well so long as he made kings only, but when he tried to imitate the mummies of high priests he committed archeological errors that exposed the fraud.

WHAT WILD BEASTS COST.—There is an active trade in London in wild beasts. Carl Hagenbeck, of the Crystal Palace, has during the past year disposed of 741 lions, over 700 tigers, and 350 elephants and panthers. A female hippopotamus sold for \$4,500, a rhinoceros for \$3,000, a tapir for \$1,000, tigers for \$1,600, white bears for \$300 each, and lions for from \$200 up to \$2,000.

A FRENCH EXPEDITION TO AFRICA.—Nearly a year ago Paul Crampel ascended the Mobangi tributary of the Congo. He explored the northern part of its course, and then pushed northwest over 700 miles through the unexplored territory between the Mobangi and Lake Tchad. Another expedition has just been sent out for the purpose of claiming the territory for France. The French hope to extend the influence of France from the Congo to Lake Tchad. They also have two expeditions pushing eastward to the lake from the upper and the lower Niger, and they hope soon to send expeditions across the Sahara to the same goal.

MONUMENT UNVEILED.—A monument to Leonard Calvert, the first governor of Maryland, was unveiled on a prominent site in Baltimore. Other monuments that have just been unveiled are Gen. Grant's monument at Galena and the Confederate soldiers' monument at Jackson, Mississippi.

HISTORIAN LOSSING DEAD.—Benson J. Lossing, the author, engraver, and historian, died at his home in Chestnut Ridge, N. Y., at the age of seventy-eight years. He began his career as a watchmaker, but subsequently became a journalist and an engraver. His historical works are numerous, the most prominent of which are "The Pictorial Field Book of the Revolution," "The Life of Washington" (illustrated), and "The Pictorial History of the Civil War."

## QUESTIONS.

What is a mummy? Where have many of them been found?

Where do lions, tigers, elephants, and hippopotami come from?

Name some of the leading monuments in this country, and tell what they commemorate.

Tell about the settlement of Maryland.

Give some facts about Mr. Lossing's career.

Where are the French possessions in Africa? What are the French doing to secure the territory near Lake Tchad?



## CORRESPONDENCE.

So many Questions are received that the columns of the whole paper are not large enough to hold all the answers to them. We are therefore compelled to adhere to these rules:

1. All questions relating to school management or work will be answered on this page or by letter. 2. All questions that can be answered by reference to an ordinary text-book or dictionary must be ruled out, and all anonymous communications rejected. The names of persons sending letters will be withheld if requested.

## WHAT ARE WE COMING TO?

The recent chronicle of the High-Kicking exhibition by the young ladies of an Indiana high school, brings us to the question of the possible limits of the athletic craze for young girls—that is, the possible height to which physical culture may reach. The winner here touched eight feet and three inches,—ninety-nine inches! How one laments the failure to compass the other inch, and thus send down to Indiana posterity the encouragement that the great-grandmothers, of 1891, stopped at nothing less than one hundred vertical inches at a single uplift. Heredity may well claim its right to transmit such far-reaching ambition to the future Crawfordsville misses. That they sought a "glen" for the exhibition, completely refutes the statement that a lady may not equal college students in high achievements and still be of a retiring disposition. The momentous question still remains, what are we coming to—the desired one hundred inches, or shall the record stop at ninety-nine?

L. L.  
Indianapolis, Ind.

## SPELLING REFORM AGAIN.

In her excellent article on "Conscientiousness in Spelling Reform," published in THE JOURNAL for May 16, Miss Kenyon makes a kind reference to *Our Language*, which is unfortunately marred by what is either a slip of her pen or an error of the types. *Our Language* spells "when," "h-w-e-n—not "hew," as appears from the article referred to. Since the first number of my little Journal was published only a few weeks ago, probably most of your readers have not yet had any means of judging of the paper beyond this one word; hence I am anxious that *Our Language* shall not be mis-judged on account of this word. In the same article, the writer represents the philologists as clinging to the traditional spelling; I believe their real attitude is expressed in the following quotation from a presidential address to the Philological Society, by Dr. J. A. H. Murray:

"I need hardly add that my Dictionary experience has already shown me that the ordinary appeals to etymology against spelling-reform utterly break down upon examination. The etymological information supposed to be embodied in the current spelling is sapped at its very foundation by the fact that it is, in sober fact, oftener wrong than right, that it is oftener the fancies of pedants or scribblers of the Renaissance, or monkish etymologists of still earlier times, than that it is preserved, than the truth which alone is etymology. From the fourteenth century onward, a fashion swept over French and English of refashioning the spelling of words, over the Latin ones with which, rightly or wrongly, they were supposed to be connected; and to such an extent has this gone, that it is, in nine cases out of ten, now impossible, without actual investigation, to form any correct opinion upon the history of these words—the very thing which the current spelling is supposed to tell us."

Yours truly,

FREDERICK A. FERNALD.

1778 Topping St., New York, May 18, 1891.

The error referred to was not Miss Kenyon's; it was a typographical one.—EDS.

I am delighted to be corrected in a wrong impression of mine given in a recent issue of THE JOURNAL. The philologists, I am told, are not generally averse to spelling reform, the following leading names lending their strength to the good cause: Whitney, Marsh, Child, Lonsbury, Murray, Muller, Skeat, Sweet, Sayer, and Morris.

Brooklyn, N. Y.

E. E. KENYON.

When and where was the first book printed in the new world and by whom?

INQUIRER.

The first work was printed in Mexico in 1535, and was named *scila Espiritual Para Llegar al Cielo*, of San Juan Climaco, a translation from the Latin into Castilian by the printer himself. No copy of it exists.

Will you please tell me what are the capitals of West Virginia, and Louisiana? Shall sun and moon be written as common or proper nouns?

Mapleton, Ia.

Charleston is the capital of West Virginia, and Baton Rouge of Louisiana. It is customary to write sun and moon as common nouns.

I want some information on the subject of studying grammar to prepare for an examination. What text-book shall I use? Where shall I begin? How shall I go to work?

W.

There are so many good works on grammar, it is difficult to select. Among the best are those advertised in THE SCHOOL JOURNAL. Begin at the first point that you do not know, and work slowly, being certain not to memorize only, but to find out what every statement means. A dictionary will be of use. Teach yourself as you would teach a child.

What is meant by the Quincy method of teaching? I am informed that it is used in some of the graded schools; but I do not understand what it means?

A. B.

Brattleboro, Vt.

The "Quincy methods" is the term used to designate the methods used in Quincy, Mass., under the superintendence of Col. F. W. Parker about 1875-1883. The distinguishing features of these methods can be found in a book written by an eye observer of the work there for several years (Miss L. E. Patridge), entitled "Quincy Methods."



DR. JOHN HANCOCK.

Dr. John Hancock, recent state commissioner of common schools of Ohio, was born February 19, 1825, in Monroe township, Clermont county, Ohio, and died Jun 1, 1891, at Columbus, Ohio. His death occurred suddenly from apoplexy while engaged at his office desk. Dr. Hancock was eminently a self-made man. After passing through the district schools of his native place he continued his education at Prof. Parker's academy at Clermontville, going from there to Farmers' college, near College Hill, Cincinnati. After teaching for some years in Clermont county, he went to Cincinnati and worked his way to the position of superintendent of the schools of that city. He afterward became superintendent of the schools of Dayton and of Chillicothe. He was appointed state commissioner of common schools by Gov. Foraker, on Nov. 23, 1888, to fill out the term of Prof. Tappan, which expired on the second Monday of July, 1890. He was then elected for the regular term expiring on the second Monday in July, 1893. Dr. Hancock was probably the most competent and successful, as well as the most popular commissioner of common schools Ohio has ever had. It is doubtful whether any other man in the state has the knowledge of the theory and practice of the public school system of the state which he possessed, and for which he was thoroughly fitted by his training in all departments of public school work. He was also one of the originators of teachers' institutes. He has ever been prominent at educational gatherings, county, state, and national. He was a pleasing speaker and had a logical, convincing way of presenting his arguments. He also took a special delight in English literature, and was a member of the Cincinnati Literary Club. Those who met him from year to year in educational gatherings will remember with what pleasure they listened to his anecdotes, for which his vein of humor made him most appreciative.

Dr. Hancock was especially noted for his modesty, industry, and close application to his professional duties. He was very careful to neglect nothing pertaining to his profession and took little interest in other matters. Even when a candidate for positions he attended no political meetings and asked no one to vote for him. In his private life he was social, courteous, and obliging. He leaves a widow and six children.

## THE NEW PLAN AT ALBANY.

The following are the details of the new plan for the schools of Albany, N. Y., as given by Superintendent Charles W. Cole:

"First, it must be understood that no person can be appointed assistant teacher in the Albany schools unless she has been graduated from our teachers' training class, a one year's course in the theory and practice of teaching, combining an adequate amount of theory with a very large amount of actual practice, or has had two years' successful experience; and it should also be borne in mind that the entrance to this training class is now very strictly guarded, as nobody is admitted who does not hold the regents' academic diploma, which is strong presumptive evidence of excellent scholarship.

"Second, a committee styled the merit-list committee has been appointed, consisting of the superintendent of schools, the principal of the high school, and the instructor of the training class. This committee will examine into the scholarship, knowledge of good methods, ability to control, and other qualities of all candidates for appointment who now hold or shall hereafter obtain cer-

tificates of qualification to teach, and rank them in a list in the order of their merit, placing opposite each name the scholarship record, and the special grade or grades for which each one appears to be best qualified. The latter information is obtained from the records of the training class, where the opinions of the several critic-teachers and of the instructor of the class have always been recorded with care and completeness, and from the estimates of principals of schools where the candidates have substituted.

"As to teaching qualities, each candidate will be recorded as well qualified for any one, or two, or for all three, of the following grades: Kindergarten—primary (first, second, and third year classes), and intermediate (fourth, fifth, and sixth year classes). When a vacancy occurs from any cause in any of these grades, the person who stands highest on the merit list, and whose qualification record meets the requirements of the place vacated, is forthwith assigned to the place and put on trial for a year. If her work is approved, at the end of the year of probation she will be elected to serve during good behavior.

"An example or two may make the plan clear. Suppose the merit list record shows at the head of the list:

Name.	Scholarship Rank.	Qualified For.
No. 1, Miss M.	94	Kindergarten and primary.
" 2, " N.	92	Primary.
" 3, " O.	91	Intermediate.
" 4, " P.	90	Any grade.

"If a vacancy occurs in an intermediate grade, Miss O. will be selected; if in a kindergarten, or a primary grade, Miss M. will be selected, and Miss N. will go to the top of the list to be selected for the first primary position vacated; whereupon Miss P. will become No. 1, and, as she has the qualifications of an all-around teacher, will be entitled to the first vacancy in any grade.

"By the rules of the board, three years of experience are required before a teacher can be assigned to the senior grades (seventh, eighth, and ninth year classes). A vacancy in these grades is filled by the promotion, in the corps of the school from the grades below, of a teacher of the requisite experience, or if that is not practicable, by transfer from another school, all vacancies thus made in the three lower grades of teachers to be filled from the top of the merit list as before.

"Substitutes for absent teachers will be assigned to each school in the order of their merit and propinquity of residence. Assistant teachers for evening schools shall be taken from the merit list in the order of merit, provided that while serving as evening school teachers they shall be dropped from the list of active substitutes.

"There are many other details in the plan providing for the exigencies of two or more having the same rank, etc., but the foregoing account gives the salient features. The merit list is made one of the records of the board, and will be open for inspection not only by the candidates, but by the public. In fact, the whole plan is the result of a sincere effort to eliminate political influences from the management of the school, to do entire justice to all who desire to become teachers, to reward merit, and to secure for our schools the best teaching talent only.

"I should also state that the office of principal of a school is filled by competitive examination, and is awarded to the most meritorious candidate, and that vacancies in the high school corps are filled on the basis of merit and experience.

"The new plan will go into effect January 1, 1892. This date was fixed upon so as to give the merit list committee ample time to examine carefully into the records and comparative merits of over one hundred persons who now hold certificates of qualification."

Dr. T. B. Noss, president of the California, Pa., state normal school, finds time in the pressure of official duty to give some interesting reminiscences of his educational tour, in Germany. The following is from a California paper:

"That is all it is, but I prize it more than I would a gold medal. Only a lock of hair, but it is from the head of the great Swiss educational reformer, John Henry Pestalozzi; that man who a little less than a century ago introduced a new era in education; that man whose poverty allied him with peasants, but whose genius as a teacher won the praise of kings; that man to whom the German empire owes more for her greatness than to Bismarck; that man whose every undertaking ended in failure, but whose whole life was a vast, far-reaching success.

"Near the village church of Birr in Northern Switzerland is the grave of Pestalozzi. The monument over his remains bears this inscription which is a simple, truthful epitome of his life:

"Here lies Henry Pestalozzi; born at Zurich, January 12, 1746, died at Brugg, February 17, 1827. Savior of the poor at Neuhof, at Stanz, father of the orphans, at Berthoud and at Munchenbuchsee, founder of the public school, at Yverdon, the educator of humanity, a man, a Christian. Everything for others, nothing for himself. Peace to his ashes."

THE students at Cornell university are in a state of amazement over an article by Dr. Burt G. Wilder, professor of physiology in Cornell university. After a severe denunciation of athletics in general he urges the adoption of a rule forbidding the students of Cornell, as representatives of the university, to take any part in the usual athletics of college students. He is also making efforts to pay up the athletic indebtedness of the college already incurred, and heads a subscription list for that purpose with \$50 from his private means.

CLARK university, of which Dr. G. Stanley Hall is president, has issued a call for a new American society of pedagogy. Its object is to promote the underlying principles of education, and collate and publish the facts already acquired so that the same ground may not be traversed over again.



## NEW YORK STATE TEACHERS' ASSOCIATION.

The forty-sixth annual meeting of the New York State Teachers' Association will be held at Saratoga Springs July 6, 7, and 8, and promises to be more than ordinarily interesting and of great importance to teachers. The headquarters of the association will be at Congress Hall, and the meetings will be held in the First Presbyterian church. Membership in the association is open to any person actively engaged in any branch of educational work, and the association intends to invite every teacher in the state to join and enjoy the advantages of the meeting. The annual dues are 50 cents for women and \$1 for men. At the election of officers no one will be permitted to vote who has not a certificate of membership, which may be obtained of C. N. Cobb, of Oneonta.

It is intended that the department of exhibits at the meeting shall be as helpful as possible to teachers, and show not only what the schools have done, but what they ought to do.

The principal railroad companies in the state have made an agreement to carry members of the association at the regular fare going to Saratoga and at one-third the regular fare returning. The going ticket must be bought within three days before, and two days after, the date of the opening of the meeting. The People's Line of steamboats, from this city to Albany, and the Citizen's Line, from this city to Troy, also offer reduced rates. All information in regard to transportation can be obtained from Arthur Cooper, 292 Broadway.

A committee will be in attendance at Congress Hall throughout the meeting to give information and aid in regard to boarding places and hotel accommodations. Applications for board or lodging should be sent to O. B. Kipp, Saratoga Springs.

The program of the meeting is as follows:

*Monday Evening, July 6.*—7:45 o'clock—Preliminary meeting for organization—Address of Welcome to the association, T. F. Hamilton, Saratoga Springs; response by the president of the association, James M. Milne, Ph. D., Oneonta; annual education address, "Education and Citizenship," Stewart L. Woodford, Brooklyn.

*Tuesday Morning, July 7.*—9:30 o'clock—Business meeting of the association. 10 o'clock—Symposium, "Educational Forces Outside of the Public Schools,"—"Church Schools," Brother Azarias, De La Salle institute, New York City; "Technical Schools," Superintendent H. W. Compton, Toledo, Ohio; "Private Schools," Principal A. G. Benedict, Houghton seminary, Clinton; "University Extension," Melvil Dewey, LL. D., secretary board of regents, Albany.

*Tuesday Afternoon, 3 o'clock.*—Business meeting of the association; 2:30 o'clock—Paper, "The Place of History in our Public Schools," Charles J. Little, LL. D., Syracuse University; Discussion—Special: "State History," Principal Welland Hendrick, Saratoga Springs; "United State History," T. F. Donnelly, New York. General discussion to follow.

*Tuesday Evening, 8 o'clock.*—Business meeting of the association; 8:15 o'clock—Annual address of the state superintendent, Andrew S. Draper, LL. D., Albany.

*Wednesday Morning, July 8.*—9:15 o'clock—Paper: "The Adjustment of the Course of Study in view of the Demands for General Culture and for Special Vocations," W. T. Harris, LL. D., commissioner of education, Washington D. C. Papers: "The Teacher as He Is," Charles R. Skinner, Albany; "The Teacher as He Should Be," W. C. Bardeen, Syracuse. Discussion: William J. Milne, LL. D., president of the state normal college, Albany; N. L. Andrews, LL. D., Colgate university, Hamilton.

*Wednesday Afternoon, 2 o'clock.*—Paper: "The Effect on School Legislation of the Royal Educational Commissions of Great Britain," W. H. Maxwell, Ph. D., superintendent schools, Brooklyn. Discussion: Augustus S. Downing, state conductor of institutes, Palmyra; A. B. Blodgett, superintendent of schools, Syracuse. Reports of committees. Reports of officers. Introduction of new officers.

PROF. HOMER B. SPRAGUE, has determined to found a ladies' seminary of high grade at Berkeley (near San Francisco, Cal.) that will be a crown to his educational labors. It is to be named "Peralta Hall." We wish him eminent success.

FOR several years past, Commissioner Harris has been found wherever there has been held an educational meeting of any importance. In the program of the coming session of the New York State Teachers' Association, he is to discuss the adjustment of the course of study to the demands for general culture and for special vocations. The next day after this paper Dr. Maxwell,

superintendent of Brooklyn schools, will read a paper on the effects of the school legislation of the Royal Educational Commissions of Great Britain. These papers constitute an important element as well, as an attractive feature, in the coming meeting of this association to be held at Saratoga Springs, July 6, 7, 8, 1891.

THE exploring expedition of the Academy of Natural Sciences of Philadelphia has just started for Greenland. It will be divided into North Greenland and West Greenland parties. Journeys from station to station will be made on snow-shoes and ice-skates by the North Greenland party, while provisions will be transported by the Eskimo dogs. It is believed the party will reach within 350 miles of the north pole.

The West Greenland party will keep close to the western coast. The height of mountains and conformations of coast lines will be noted. The vegetation on the sides of glaciers will receive special attention, and unknown plants are looked for. Comparison will be made between the motions of these and Alpine glaciers. Elaborate preparations are made by which to study the zoology of Greenland. They expect to find new species of birds to bring back to the Philadelphia museum. Attempts will be made to find at what temperature vegetable life ceases. All branches of science must be enriched by the discoveries made in this voyage, if sanguine hopes are realized.

KINDERGARTNERS and friends of the kindergarten movement are invited and urged to attend the Toronto meeting of the N. E. A., July 14 to 17. Speakers and workers like Pres. Jas. MacAlister, Mrs. Jas. L. Hughes, Miss Nebraska Cropsey, Mr. W. E. Sheldon, and others, will present themes of deep interest. Among these are "The Kindergarten Work upon Intellectual Development," "The Kindergarten and the Public School," and "The Organic Connection of Kindergarten and School."

Bulletins containing information may be had by applying to H. J. Hill, Esq., Sec'y Toronto Executive Committee, N. E. A., Toronto, Canada.

*La Porte, Ind., May 7, 1891.* EUDORA L. HAILMANN.

THE SCHOOL JOURNAL was misinformed as to the law relating to the text-book commission in Kansas. There is county uniformity only; each county settling the matter for itself.

THE twelfth anniversary of the Carlisle, Pa., training school for Indians took place June 3, 1891. Capt. Pratt opened the exercises with an address on Indian education. The graduating class consisted of eight young Indians, including one girl. Gen. Morgan, the commissioner of Indian affairs, presented the diplomas. The school numbers 800 young children.

A CALL has been issued by the committee for a Second National Temperance Congress to be held at National Prohibition Park, Staten Island, New York, August 5 and 6, 1891.

A MEETING of citizens and educators was recently held at Chicago to formulate a scheme of organization for a University Extension Society. Some excellent names appear among the committee appointed, including President W. C. Roberts, of Lake Forest university, and President W. R. Harper, Chicago university.

THE subject of the defects in the present method of licensing teachers in Pennsylvania will receive special attention at the coming meeting of the educational association of that state. Supt. B. C. Youngman, Prof. W. H. Cover, Supt. J. M. Berkey, Prof. E. W. Moore, Supt. R. F. Noffecker, and Supt. Geo. J. Luckey will discuss this theme, to be followed afterwards by general discussion. The association will be held at Bedford Springs, July 7, 8, and 9, 1891.

THE most notable scandal trial of the generation has just closed in England with a prompt verdict for defendant. Sir William Gordon-Cumming was accused of cheating his friend, the Prince of Wales, in a game of cards. The result was a legal contest, in which Cumming was nonsuited and the Prince fully exonerated from all blame.

## NEW YORK CITY.

THE board of education of this city have voted to refuse to grant excuses for absence to teachers who sign their names in any abbreviated or nickname fashion. Mary must not be Molly, nor Margaret Maggie. The dignity of the teacher is declared to be sacrificed unless

the whole name appears in an official communication.

MISS CAROLINE T. HAVEN, principal of the kindergarten of the Workingman's school, will sail for Europe, June 2. During the remainder of the present school year the kindergarten will be under the charge of Miss Haven's able assistants, Miss Michel and Miss Goldmark.

AT the annual business meeting of the Association of Graduates of State Normal Schools, held at No. 9 University Place on Saturday, May 23, the following officers were elected: President, J. M. Edsall, Van Pelt Manor, N. Y.; secretary, J. F. Harris, Gravenec, N. Y.; treasurer, E. H. Schuyler, 88 West 59th St., N. Y. City; corresponding sec'y, Charles J. Majory, East Orange N. J.; additional directors:—Mrs. Amelia D. Alden, 176 West 105th St., N. Y. City; Miss L. B. Masters, Dobbs Ferry, N. Y.; Josephine Shaw Briggs, M. D., Jersey City, N. J.; Joseph H. Palmer, Yonkers, N. Y., Lucien J. Whitney, Boonton, N. J.; Martin E. Thew, Lawrence Sta., N. Y.

A PLEASING feature of the celebration of Memorial day at primary school No. 16, of which Miss S. J. J. McCaffery is principal, was the recitation of Francis M. Finch's poem, "The Blue and the Grey," interspersed with the singing of appropriate songs, "Tenting on the Old Camp-ground," "Maryland," "Marching through Georgia," and finally "Home, Sweet Home." The girls who took part were dressed in blue and the boys wore gray capes. The effect was picturesque.

## EDUCATIONAL ASSOCIATIONS.

National Association, Toronto, Ontario, Canada, July 14, 15, and 16. Pres., W. R. Garrett, Nashville, Tenn. Sec., E. H. Cook, New Brunswick, N. J.  
American Institute, Bethlehem, N. H., July 6 and 7.  
Pennsylvania State, Bedford, July 7 to 9.  
Teachers' Assembly, Morehead City, June 16.  
Southern Teachers' Assoc'n., Chattanooga, Tenn., July 7 and 8.  
New York State Association, Saratoga, July 7-9. Pres., James Milne, Oneonta, N. Y.  
Alabama State Association, East Lake, July 1-3. Pres., James K. Powers.  
Southern Illinois Association, Mt. Vernon, Aug. 25.  
Business Educators' Association of America, Chautauqua, N. Y., July 14-24. Pres., L. A. Gray, Portland, Me. Sec., W. E. McCord, New York.  
Northwestern Teachers' Association, Lake Geneva, Wis., July 1, 2, 3, and 4.  
South Carolina State Teachers' Association, Anderson, July 1-22. Pres., W. H. Witherson, Winston, S. C. Sec., A. Banks, Rock Hill, S. C.  
North Carolina State Association, Morehead City, June 16-30. Pres., Chas. D. McIver, Charlotte, N. C.; Sec., E. G. Harell, Raleigh, N. C.  
Missouri State, Pertle Springs, June 23, 24, 25. Pres., Prof. A. F. Fleet, Mexico, Mo.; Sec., Supt. A. S. Coker, Fredericktown, Mo.  
Maryland State, Ocean City, July 6, 7, 8. Pres., Prof. Jno. E. McCaban, City Hall, Baltimore, Md.; Sec., Albert E. Wilkerson, Baltimore, Md.  
West Virginia, Buckhannon, July 7. Pres., B. S. Morgan, Charlestown, W. Va.  
Ohio State Association, July 7-9, Chautauqua, N. Y. Pres., G. A. Carnahan, Cincinnati, Ohio.  
Texas State Association, Austin, June 23, 24, 25, 26.  
New Jersey State Association, Asbury Park.  
Arkansas State Association, Mt. Nebo, June 22, 23, 24, 25, 26. Pres., J. W. Conger, Arkadelphia, Ark.; Sec., E. S. Hewen, Morrilton.  
Tenn. State Teachers' Association, Chattanooga, July 5.  
Louisiana State Educational Association, Ruston, June 25.  
Colored Teachers' Association, Jacksonville, Florida, June 23.  
Kentucky State Association, Henderson, June 24.  
South Dakota, Lake Madison, July 7-9.  
Oregon, Newport, July 30.  
Virginia, Bedford City, July 1-3.  
Virginia Colored Teachers' Association, Petersburg, July 8.  
Kentucky Colored Teachers' Association, Owensboro, July 7, 8, 9.  
New England Association of School Superintendents, Boston, June 5.  
East Mississippi Teachers' Association, Corinth, July 22-31. J. G. Wooten, Pres.

## SUMMER SCHOOLS.

National Summer School, Glens Falls, N. Y., July 21, three weeks.  
Martha's Vineyard Summer Institute, begins July 13.  
Amherst Summer School, July 7-August 10.  
Western Summer School of Kindergarten and Primary Methods, La Porte, Ind. Courses begin June 16 and 29.  
Alfred Hall Summer School of English, French, and German, Prudence Island, R. I.  
National School of Elocution and Oratory, Thousand Island Park, N. Y. July 6-August 14.  
Indiana Summer School of Methods, Indiana, Pa. July 3, three weeks.  
Summer School of Languages, Asbury Park, N. J., and Chicago, Ill.  
C. E. Holt's Normal Music School, Lexington, Mass., August 4-26.  
Mt. Nebo Summer School, Mt. Nebo, Ark.  
Chautauqua Summer School of Methods, Pacific Grove, Cal., June 24-July 7. Supt. W. S. Monroe, Manager.  
Boston School of Oratory. Summer session of five weeks opens July 6. Prin. Moses True Brown, 7 A Beacon St.  
Harvard University Summer School. Address Secretary Harvard University, Cambridge, Mass.  
Marine Biological Laboratory, Wood's Holl, July 8-Aug. 26. Address H. C. Bumpus, Wood's Holl, Mass.  
Ontario School of Oratory and Elocution, Grimsby Park, Ontario, July 6 to Aug. 15.  
Callanan Summer School of Methods, Des Moines, Iowa, July 6-11. Address C. W. Martin, Des Moines, Iowa.  
Sea Side Summer Normal, Corpus Christi, Tex. Four weeks in July. Address Prof. J. E. Rodgers, Dallas, Tex.  
Lake Minnetonka Summer School, Excelsior, Minn., July 7, continuing 4 weeks. H. B. McConnell, director, Excelsior, Minn.  
Peabody State Normal Institute, Troy, Alabama, August 7, five weeks.  
Biological Laboratory, Cold Spring Harbor, L. I. Season of 1891.  
North Carolina Teachers' Assembly. Morehead City, June 16-30.  
Monteagle Summer Schools, Monteagle, Tenn., opens July 3, continuing from four to eight weeks. Address F. H. Peebles, Monteagle, Tenn.  
Southern California Summer School for Teachers.—Santa Monica, California, July 6, August 14.

Hood's Sarsaparilla is a peculiar medicine, entirely different from any other. Try it.



**NATIONAL EDUCATIONAL ASSOCIATION. Toronto, July 14-17, 1891.****DEPARTMENT PROGRAM.**

The kindergarten department of the National Educational Association will hold its sessions in the public hall of the Normal school, St. James Square. The well known names of Mrs. E. L. Hailmann of the La Porte training school; Miss Lucy Wheelock, of Chauncey Hall seminary, Boston, and Mrs. Eliza A. Blaker, of Indianapolis, Ind., are announced as president, vice-president and secretary, and the program offers many attractions. Some of these are the president's address, the papers, "Kindergarten Methods in Intellectual Training," by Mrs. J. L. Hughes; "The Kindergarten and the Public Schools," President James MacAlister, Penn.; and "Theory Tested by Experience," by Miss Anna E. Fredrickson, Ind., on Wednesday July 15; and "The Organic Connection of Kindergarten and School" and "Some Things a Kindergarten Should Know," the latter by W. E. Sheldon, Mass., on Thursday.

**ELEMENTARY DEPARTMENT.**

The elementary department, holding its sessions in the pavilion (Horticultural Gardens) has for president H. S. Jones, of Erie, Pa.; for vice-president, Miss Julia Tutwiler and for secretary, Miss Ellen F. Wheaton. On Thursday July, 16, Miss Ella Sabine, superintendent of schools, Portland, Oregon, will read a paper on "School Discipline." She will be followed by Prof. W. S. Jackman of Cook Co. (Ill.) normal school on "Natural Science in the Elementary Schools." On Friday Miss Abbie Low will read a paper, "The Educational Burden upon the Lower Grades" and will be followed by "Primary Reading," by Inspector Hughes, of Toronto, and "Voice Culture," by Z. Richards. Discussion will follow papers.

**SECONDARY EDUCATION.**

The department of secondary education will have its headquarters in the Sunday-school room, of quaint old St. Andrew's church in the immediate neighborhood of Government House. Its president is Frank E. Plummer, Des Moines, Iowa; vice-president, S. W. Landon, Burlington, Vt.; and secretary, W. T. White, Knoxville, Tenn. On Wednesday the papers will be "How English is Taught in One High School," by Ray Greene Huling; "A Plea for State Aid in Industrial Education," by B. F.

Hood; "Geometry in Our Schools," by Miss Matilda T. Karnes; and "What Should Secondary Schools do to Promote Their Interests at the World's Columbian Exposition," by Geo. H. Carman. Thursday promises "Aims in Teaching Civil Government," Frank A. Hill; "The Necessity and Means of Developing Individuality," S. B. Todd; "Methods of Teaching General History," Mrs. Mary Sheldon Barnes; "The Province of the Western High School," L. L. H. Austin; "Does the High School 'Fit' or 'Finish' Satisfactorily?" E. W. Wright; and "Literature," C. W. Martindale. Papers will be limited to thirty minutes and will be followed by discussion.

**HIGHER EDUCATION.**

The department of higher education will be found in the College of Pharmacy. Its officers; are president, J. J. Mills, president of Earlham college, Ind.; vice-president, E. B. Andrews, president of Brown university; Rhode Island, and secretary, C. A. Blanchard, president of Wheaton college, Ill. Subjects for Wednesday are "Scientific and Technical in Relation to Liberal Education," President Chas. W. Dabney, university of Tennessee; "Should the College Course be Shortened?" President David S. Jordan, Indiana university; "What Can the University do for the Education of Business Men?" Prof. E. J. James, and "The College Question in the South," Prof. Edward S. Joynes. The proceedings of this department will be enlivened by a banquet on Wednesday evening, July 15. This will no doubt prove a feast of reason, but if such grave subjects as the relative merits of classical, scientific, and technical courses get entangled with those of the dinner, it will be none the better for the digestion of the learned body. Perhaps it will be possible to substitute a menu of American eagle, election cake, and international toasts.

Thursday's papers are "University Extension, Prof. H. B. Adams; "Importance of Pedagogical Training for College Professors," Prof. H. F. Fisk, and "English in Secondary Schools and Colleges," Prof. Thomas Hume. For Friday are promised, "Have we a System of Education?" President Julius D. Dreher, Roanoke college, (Va.); "The State University the Head of the Public School System," Prof. G. E. Barber; and "The Co-ordina-

tion of High Schools, Colleges and Universities," President Charles K. Adams, Cornell university.

**NORMAL DEPARTMENT.**

The normal department will establish itself in the normal school. Its president is B. A. Hinsdale; Vice-president, G. L. Osborne, and secretary, Isabella Lawrence. Wednesday after the president's address on "The Teachers' Academic and Professional Preparation," Prof. Chas. DeGarmo will inquire "What Constitutes Professional Work in the State Normal School?" and the discussion will be opened by W. J. Milne. After the election of officers on Thursday, Miss Ellen G. Revelly will read a paper on "The Place of the City Training School." Discussion will follow, opened by Prof. A. J. Rickoff. Prof. Walter L. Hervey will have a paper, on "The Function of a Teachers' Training College," and the subject will be discussed by R. S. Boone and others.

**OTHER DEPARTMENTS.**

The department of superintendence will meet in the Metropolitan church Sunday school room. Its board of officers consists of president, Henry Sabin; first vice-president, V. C. Curtis, second vice-president, Oscar H. Cooper; and secretary, S. W. Day.

The department of industrial education and manual training will be found in St. James Square Presbyterian church Sunday-school room. Its program has not been announced. The officers are, president, Lewis McLouth; vice-president, William Sayre; and secretary, Geo. S. Mills.

The art department will have quarters in the Sunday-school room of Sherbourne street Methodist church. Its president is Mrs. Hannah Johnson Carter; vice-president, Lillian Jacoby; secretary, Frank H. Collins. On Wednesday the president will address the department. Prof. Walter S. Perry will read a paper on "Conditions underlying Art Instruction in European and American Schools."

W. S. Goodnough will give an account of "Supervision of Form Study and Drawing in Public Schools, and Miss Sara A. Fawcett will open the discussion on. Interesting subjects on Thursday are, "Color in Nature in Relation to Color in School-room," W. A. Sherwood, Academy Royal Canadian Artists; "Should Instruction in Form be used on Type Solids or Miscellaneous Objects?" Miss Mary Dana Hicks; and "Art Principles in the Kindergarten," Miss Alice E. Fitts; followed by general discussion.

The music department will hold its session in the Sunday-school rooms of the picturesque Jarvis street Baptist church. Its president is Herbert Griggs; vice-president, N. L. Glover; secretary, F. E. Morse. Its program will be brightened by much excellent music. Edgar O. Silver will have a paper on "The Growth of Music Among the People," and A. G. Cringen will have a paper on "Methods" illustrated by a class.

**YESTERDAY**

we received seventeen letters from school authorities asking us to recommend teachers. One college President called, seeking two teachers, and a superintendent of a large Western city also called to secure eleven teachers and two Kindergartners. Several of those who wrote wished more than one teacher, so that our direct calls for teachers yesterday amounted to forty-four. One School Board wished a Superintendent at a salary of \$2,000. One Private School called for a Professor of Mathematics, \$1,200. One Kindergarten teacher was called for at \$750. A professor of Latin, salary not stated. One High School Assistant to teach German, at \$700. A large number of Grammar, Intermediate and Primary, six in one city, were called for. Salaries for some of these graded positions ran up as high as \$80. Day before yesterday a Superintendent called seeking a teacher in Mathematics, one for Vocal Music and a Primary teacher. The Principal of a Southern College wrote for a Southern Methodist lady, twenty-five years of age and strong in discipline, for work in High School grade, salary \$400 a year and board. A Superintendent of a Western city wrote for a man to teach Manual Training and Drawing, salary \$1,000. A Superintendent in the far West wrote for one Principal and one Kindergarten teacher at salaries of \$70. The President of a Southern College wrote for a Principal of a Normal Department at a salary of \$1000 for the Art College. The President of a Western College asked us to recommend a man for the Commercial Dept. The Principal of the High School in Michigan requested us to recommend a lady teacher of Sciences. The President of another Eastern College wrote us for a Matron. Our calls for the day numbered thirty-five, making seventy-nine calls for the two days. During those two days only fifteen teachers registered. It is easy to see that we are receiving five times as many vacancies as members. The demand for good teachers at good salaries on account of so many going into business and other lines of occupation is four times as great as in any former year. If you are receiving a poor salary or are in a community where your efforts are not appreciated, there is no reason why you should not grasp the unusual opportunity offered by the present year and improve both your salary and surroundings. If you have registered in any agency that is doing nothing for you, or pretends to have direct calls for teachers and does not, it will certainly pay you to investigate our work. Ninety-seven of the teachers out of one hundred teachers who register with us are satisfied with what we do for them, and a large majority are placed in good positions by us. During the next month we will receive, at the smallest estimate, calls for eight hundred teachers to fill the very best positions in educational work. Now is the time to act. Send at once for circulars or write a full description of your wants. Inclose \$2.00 registration fee and the statement that you will accept the terms of our contract and we will be enabled to nominate you immediately. Circulars sent free on application. Address

**AND THE****DAY BEFORE****TEACHERS' CO-OPERATIVE ASSOCIATION.**

ORVILLE BREWER, Manager,

70 Dearborn Street, CHICAGO, ILL.



## BOOK DEPARTMENT.

## NEW BOOKS.

**LEWIS CASS.** By Andrew C. McLaughlin, assistant professor of history in the University of Michigan. Edited by John T. Morse, Jr. Boston and New York: Houghton, Mifflin & Co. 1891. 363 pp. \$1.25.

The subject of this biography is not as well known to this generation of readers as he should be. Although not entitled to rank with such men as Jefferson, Adams, and others, he exerted a commanding influence in his day, and left a record that is worthy of grateful remembrance. Prof. McLaughlin narrates in a concise and careful manner the career of Mr. Cass as an army officer, as governor of the territory of Michigan, as foreign minister, as a member of the cabinet, as United States senator, and as the propounder and defender of the doctrine of "squatter sovereignty." A detailed account is given of Mr. Cass' connection with the development of the Northwest. A wise, active, and determined man was needed to resist the encroachments of Great Britain, and he was just the one for this important work. Through his whole career he was thoroughly American, and although he went a little astray on the slavery question, he is not the only man of national reputation of whom this may be said. The author has sought all the available sources of information and has woven the facts together in a skillful manner. Such a book may easily become heavy and dry, but he has made it lively and readable by working in many incidents illustrative of the men with whom Cass was associated in public life. The book is not the least interesting of the many good ones in the American Statesmen series. It is bound in blue cloth with gilt lettering and stars, and gilt top. The method of binding is a new one by which great strength and flexibility are secured. No special effort is required to keep it open, and yet the reader does not constantly fear that it will fall to pieces.

**MARTHA COREY.** A tale of the Salem witchcraft. By Constance Goddard Du Bois. Chicago: A. C. McClurg & Co. 314 pp. \$1.25.

The time of this story is the latter part of the seventeenth century and the places where the actors are supposed to have figured are England and the primitive New England. Charles Beverley, a merchant's son, marries a bankrupt earl's daughter. It is purely a "business" marriage. Shortly after the ceremony the bride is made, by a rejected lover, to believe that Beverley was already married and induces her to consent to

go to a convent in France. In order to escape from the attentions of the lover, a cousin named Desmond, she sails for America. Beverley follows her to Massachusetts and there they have a variety of experiences, until, finally the wife is restored to him by being made to see the falsehood of stories of his enemies. Incidents in regard to the dark, gloomy witchcraft superstition are brought in, and give an opportunity to describe New England life and character.

**THE BIOGRAPHY OF DIO LEWIS, A. M., M. D.** Prepared at the desire and with the co-operation of Mrs. Dio Lewis. By Mary F. Eastman. New York: Fowler & Wells Co. 398 pp.

Dr. Dio Lewis was what Josh Billings would call a "live man." He was one of those positive characters that is bound to impress itself on others. There is no stagnation where such men are. One might differ with Dr. Lewis in opinion, but could never call his motives in question. Throughout his whole life he labored for education and temperance, talking and writing constantly of the art of living. The most interesting part of the book is that describing the Woman's crusade, and in that the force of moral suasion, which Dr. Lewis contended was the only power to use, was shown. The book will be of great interest and value to temperance workers in all parts of the country.

**THIRTY-FOURTH ANNUAL REPORT OF THE BOARD OF EDUCATION OF NEWARK, N. J., 1890.** Hon. Wm. N. Barringer, superintendent.

Our neighboring city of Newark is one of the most rapidly growing cities in the East, and the school board often has trouble to find accommodations for all who come. From 1889 to 1890 the school population increased 4,008. Fortunately the board, as a rule, works harmoniously for the advancement of the schools, and the superintendent plans and labors for the same end. Therefore the schools of Newark have taken a high rank. Attention was given by the board and most of the principals and teachers, to the healthfulness of the school-rooms and to hygiene in general. The superintendent thinks physical training should be made at once an obligatory part of the course of study in all the schools. The subject of drawing gains strength and value in the course every year. Some valuable recommendations are made by the superintendent in regard to science teaching in the lower grades. One noticeable feature of the school work in Newark is the presence of libraries in the different schools for the use of teachers and pupils. During the year 1,215 volumes were purchased.

## ANNOUNCEMENTS.

**GINN & Co.** have issued a handsome descriptive catalogue of nearly one hundred pages of their school books. Their list of text-books consists of works on arithmetic, reading, spelling, grammar, music, history, geography, etc., besides books for teachers. The typographical appearance is worthy of a firm of such high reputation. The pages are enlivened by many fine illustrations. Teachers would do well to send for this catalogue.

**HARPER & Brothers** announce for publication, Margaret O. W. Oliphant's "Memoir of the Life of Lawrence Oliphant and of Alice Oliphant his Wife," also Elizabeth Bisland's "Flying Trip

around the World." Christine Terhune Herrick's "What to Eat How to Serve It," and a popular edition of the "Poems of Wordsworth," selected and arranged by Matthew Arnold.

**D. C. HEATH & Co.** will soon issue the "Introduction to Modern French Lyrics," edited by Professor B. L. Bowen. This book will comprise a judicious selection of modern lyric poems, supplemented by remarks on the character of the versification and by copious notes.

**G. & C. MERRIAM & Co.**, Springfield, Mass., have obtained from Judge McCormick of the United States circuit court, for the northern district of Texas, an injunction against the publication of the reprint of Webster's dictionaries.

**HOUGHTON, MIFFLIN & Co.**, issue in this country Mrs. Sutherland Orr's biography of Browning. It comprises two volumes, with portrait and a view of Browning's study.

**HENRY HOLT & Co.**, number among their publications a translation of Dr. Richard Falckenberg's history of modern philosophy, which extends over the period from Nikolaus von Kues to the present time. Dr. Falckenberg is professor in the University of Jena.

**CHARLES SCRIBNER'S SONS** have brought out "The Childhood and Youth of Charles Dickens," retrospective notes and elucidations, by Robert Langton.

## MAGAZINES.

**Goldthwaite's Geographical Magazine** for May has within its seventy-five pages a wonderful variety of articles that tell about the earth and its people. In this number is the third of the series on "Dr. Junker's Last Explorations." The article on "Peary's Expedition to North Greenland" contains a picture of Peary and his sledge and a large chart of the north polar region. "The Oldest City of the Western Mainland" describes Cartagena, Colombia. The frontispiece is a colored picture of Sentinel Rock in Echo canon, Utah.

The noticeable features of the June *Chautauquan* are Edward A. Freeman's contribution on "The International Development of the English people," Prof. Minto's "Practical Talks on Writing English," "Life in Modern England," by J. Ranken Towne, "England in the Islands of the Sea," by Prof. Calvin Thomas, "The American Patent System," by Walter Hough, and the "Woman's Council Table" to which a number of well-known woman writers contribute. There are many other fine contributed articles, besides the Editorial department, C. L. S. C. work and the Library table.

The *University Magazine* contains each month a large amount of college news, biographical sketches, and other matter of interest to college men and women. We notice among the articles in the May number "The Co-ordination of Colleges and Universities," by Prof. Adams, of Cornell, and "The Duty of the College to the People," by Commissioner Harriss.

Dr. White considers "Miracles and Medicine," in his contribution to the *Popular Science Monthly* for June. Mr. North's fifth number on American industries describes "The Manufacture of Wool." The article is liberally illustrated, as is also the one by Louis Montellor on "The Characteristics of Insects." Simeon Pease Cheney writes an entertaining study of "The music of the Birds," and sets the music of the hen, the rose-breasted grosbeak, and the cuckoo to music.

The *May Wide Awake* is filled with bright verses and prose. "May-Day," by Mary Felicia Butts, is a dainty piece of word-painting. The frontispiece, entitled "A-Maying," is a fitting accompaniment. "Old Sandy's Launch" is a sprightly Prince Edward's island ship-yard sketch. Among the many other good things we will only mention the poems, "The Hen that laid the Golden Eggs," by Clara Doty Bates, and "The Dove," by Marian Douglas. Both are illustrated.

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"Mistakes will happen in the best regulated families," so the proverb says. Undoubtedly THE SCHOOL JOURNAL is one of the best regulated families in existence,—yet that the prophets might be fulfilled—a mistake occurred in last week's JOURNAL (June 6). The interesting announcement of the National Summer School at Glens Falls, N. Y., did not appear in its entirety. To make amends for this the same announcement appears in correct shape in the advertising columns of this issue; and all teachers will eagerly peruse it for their own interest and benefit.

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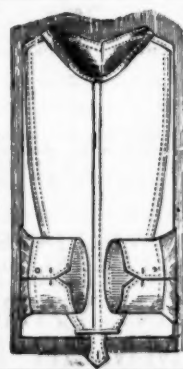
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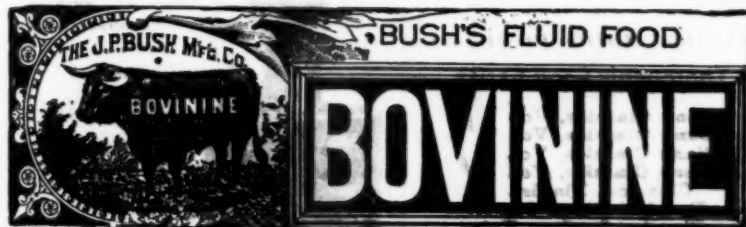
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